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ABSTRACT

This annotated bibliography, one of seven related documents, contains 47 selected references for planning and implementing a comprehensive evaluation of a school program. The references are organized according to problems commonly encountered by school staffs undertaking program evaluations: evaluation of innovative practices, using checklists, formative or process evaluation, general evaluation issues, and methodological issues. (Author)

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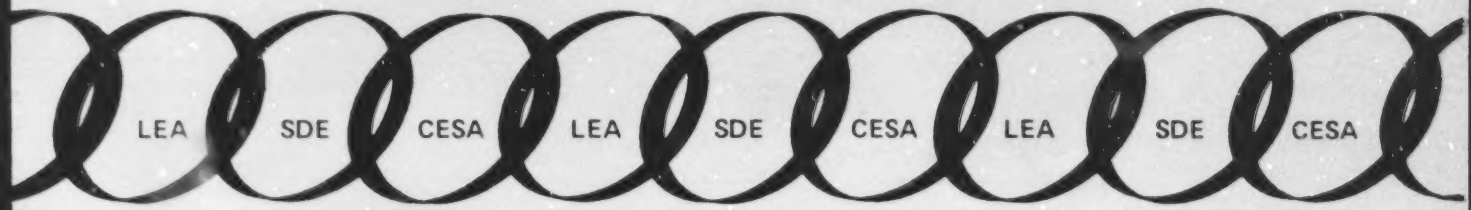

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Evaluation Bibliography

This annotated bibliography is intended to provide selected references which complement or supplement the Evaluation Checklist, the Workbook on Program Evaluation, and the Evaluation Guide. This bibliography does not purport to be exhaustive but, rather, serves to suggest alternative resources. Included in this document are entries under the following headings:

- Evaluation of Innovative Practices
- Checklists
- Formative or Process Evaluation
- General Evaluation Issues
- Methodological Issues

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EVALUATION OF INNOVATIVE PRACTICES

1. Dunn, J. A. Evaluation Studies of the AIR Career Education Curriculum and Curriculum Products. Volume 5. Palo Alto, Calif.: American Institutes for Research in the Behavioral Sciences, 1974. (ERIC No. ED 101 207)

This document details the total project evaluation efforts of the AIR Career Education Curriculum Development Project for grades K-9. The plan for implementation, dissemination, evaluation and utilization activities includes: 1) an annotated bibliography; 2) an objectives catalog; 3) a curriculum guide; and 4) a set of 14 sample instructional units.

2. Freeman, R. E. Curriculum Materials Evaluation as a Process for Changing Education: Work of the Diablo Valley Education Project. Orinda, Calif.: Diablo Valley Education Project, 1974. (ERIC No. ED 099 283)

The objective of the program was to use materials evaluation as a means to make local schools effective instruments in teaching about human dignity and global problems. The program was designed to use the existing school structure, involve the community, and set up a self-evaluation to test the results. Materials of evaluation were chosen according to global perspective, organization of content, quality of supplementary materials, flexibility, format, reading level, and cost.

3. Lundin, S. C., and French, R. The Application of Anthropological Experimental Schools Evaluation. Washington, D.C.: National Institute of Education (DHEW), 1973. (ERIC No. ED 087 416)

General descriptive material on the Experimental Schools Program followed by specific discussions of the two major components of the evaluation--the Anthropological Study (a case study approach designed to describe the evolution of the program) and the Impact Study (designed to assess the effect of the program upon the schools, the students and their parents, and the community) are presented. The assessment strategy, data to be collected, methodological considerations, dependability of the data, and the analyses required are discussed for each compenent. Limitations of the evaluative strategies are also discussed.

4. Rice, J. Evaluation in the Anthropology Curriculum Project. Athens, Ga.: University of Georgia, 1969. (ERIC No. ED 045 512)

Reviewed in this summary are six of the seven evaluations completed by participants in the Anthropology Curriculum Project (ACP). These seven are: 1) cognitive achievement within the premises of a single discipline approach and differential teacher preparation; 2) differential cognitive achievement by grade level with treatment by conventional elementary methods and by programmed instruction; 3) different cognitive achievement varying treatment by deductive and inductive methods of teaching and by relationship to teaching style as perceived by teachers and observers; 4) cognitive achievement for five-year olds using an adaptive oral unit; 5) pupil judgements of interest suitability; and 6) processes of curriculum diffusion. The bibliography cites sources for complete descriptions of these evaluations.

5. Wirtz, R. Improving Curriculum--Focus on Mathematics. Thrust for Educational Leadership, 7, 4. 1978.

This document reports the evaluation of two ESEA Title III elementary math projects. A set of criteria prepared to help in making a "first evaluation" of any similar curricula is included.

CHECKLISTS

6. Altschuld, J. W., and Baker, D. Project 4-E: Evaluating Elementary Education Effectively. (ERIC No. ED 059 259)

This elementary school evaluation checklist covers organization and administration, curriculum and instruction, pupil services, staff personnel, instructional materials and equipment, school/community relations evaluation and reseach, and physical facilities.

7. _____. A Suggested Checklist for Assessing a Science Program. (Report No. OE 29034-A) Washington, D.C.: Office of Education (DHEW). (ERIC No. ED 137 55)

This document contains a checklist for the evaluation of elementary and secondary school science programs. An introductory section deals with the importance of timely evaluation methods and of broad-based participation. Explanations for the development and use of a program profile and the use of a checklist for evaluation are given.

8. Blackburn, G. A Checklist for Selecting Elementary Social Studies Materials. Roseville, Minn.: Social Studies Service Center, 1974. (ERIC No. ED 090 132)

A scale, summary sheet, and checklist provide a guide for selecting elementary social studies materials. The checklist, based on trends in social studies as found in professional literature and published social studies materials, is appropriate for use by individual teachers, curriculum committees and curriculum coordinators. The checklist contains an overview of materials, textbook series, and the conceptual structure of the materials; sections concerning cultural equality, implicit biases, self-development and values; information on format, modes or instruction and evaluation; and a statement of reviewer's general impressions. Instructions for the checklist are followed by a scale for approximating the reviewer's perceptions of materials as related to the specific checklist items. Sources used in the construction of the checklist are included.

9. Fulton, W. R., and King, K. L. Evaluative Checklist: An Instrument for Self-evaluating an Educational Media Program in School Systems. (ERIC No. ED 078 654)

This checklist is designed to assist school system personnel in evaluating the media programs of their schools. Listed are criteria against which each of the central components of the media program can be measured. These components are: 1) commitment on the part of staff members to media use; 2) the inclusion of media services as an integral part of curriculum and instruction; 3) the adequacy of the media center's functioning; 4) the suitability of the physical facilities housing media program; 5) the availability of adequate financing; and 6) the allocation of sufficient staff to the media program.

10. Lasher, E. B. Evaluative Criteria of non-print materials. Audiovisual Instruction, 20, 4, 16-17, 1975.

This article offers a checklist for the evaluation of non-print materials.

FORMATIVE OR PROCESS EVALUATION

11. Ashmore, W. H., Toward an Evaluation of Individually Guided Education. Madison, Wis.: Wisconsin State Department of Public Instruction, 1975. (ERIC No. ED 110 508)

Although developed as an alternative approach to evaluating the extent to which the model for Individually Guided Education (IGE) has been implemented, the evaluation instrument described may be used in a variety of innovative curricula. The type of assessment proposed here provides improvement-oriented information to decision-makers which allows them to document their implementation of the IGE system and to identify program areas where modifications and improvements are needed.

12. _____. Continuous Curriculum Development — Rural School. Goshen, Indiana: Fairfield Community Schools, 1969. (ERIC No. ED 038 235)

Program development and evaluation procedures involving faculty, students, and community in a continuous curriculum development project are given in this second-year report of the Fairfield, Indiana Community Schools. The report is divided into six sections: 1) the process of developing conceptually designed curricula; 2) the processes of the professional staff; 3) analysis of professional growth; 4) analysis of the administrator/teacher relationships; 5) dissemination process and cost; and 6) the most significant change during the second project year. Exhibits illustrating workshop activites, as well as statistical evaluations of the project's impact on teachers and students, are appended.

13. Hall, G. E., and Loucks, S. F. A Developmental Model for Determining Whether the Treatment is Actually Implemented. American Educational Research Journal, 14, 3, 263-76, 1977.

An important part of evaluation is to determine whether the "treatment" is being implemented as designed. Hall and Loucks describe "levels of use of the innovation" as a concept which yields an operational, cost-feasible description, and documentation of whether or not an educational innovation or treatment is being implemented.

14. Kaskowitz, D., and Stallings, J. An Assessment of Program Implementation in Project Follow Through. Menlo Park, Calif.: Stanford Research Institute, 1975. (ERIC No. ED 106 349)

Methodological issues and results described in this paper originated from a Stanford Research Institute evaluation of classroom observation data collected in the spring of 1973. The main question addressed in this evaluation was whether each of seven Follow Through sponsors had successfully implemented the program in a variety of sites. The steps in the evaluation of implementation included: 1) a determination of the essential program components; 2) a translation of the components in terms of observable phenomena; 3) a measure of the phenomena; and 4) a standard by which to judge implementation. These steps provide a useful guide for the evaluation of innovations in general and are not restricted to Follow Through Programs.

15. Novicks, S. The Use of Formative Evaluation Procedures for Improvement of a Socially-oriented Course in Chemistry, Studies in Educational Evaluation, 2, 1, 1-7, 1976.

Unstructured and structured evaluation modes were used to probe teacher perceptions of a socially-oriented chemistry course for non-science majors. Students' assessments reinforced teacher perceptions. This procedure yielded information concerning course content, societal relevance, motivation, interest, laboratory and demonstration exercises, other classroom or individual exercises, and teaching problems.

16. _____. Pilot Guidelines for Improving Instructional Materials through the Process of Learner Verification and Revision. New York: Educational Products Information Exchange Institute, 1975. (ERIC No. ED 112 822)

An ongoing effort for the improvement of instructional materials based on systematic feedback from learners who have used the materials, this evaluation provides a method for identifying instructional strengths and weaknesses of a curriculum. Reporting and assessing LVR activities are carried out according to a flexible format. The format includes a) descriptive information on the product; b) instructional design; c) intended learner outcomes to be investigated; d) conditions of use of products; e) techniques for gathering feedback; f) descriptions of learners used in LVR process; g) analyses of findings; h) specific improvements made; i) background and future of products. Three appendices and a review of Task Force reactions are included.

17. Shann, M. The Learner Verification of Series R: The New MacMillan Reading Program, Highlights. Amherst, Mass.: National Evaluation Systems, Inc. 1975.

This document includes a summary of the learner-verification approach to evaluation and a report about the application of the procedure to the "Series R" reading program developed by the MacMillan Publishing Company. The report describes five components of learner verification (overall student achievement, specific student achievement, specific student growth and retention, and student and teacher opinion and satisfaction data), discusses the evaluative findings for each of these components, summarizes the overall evaluation, and contains charts illustrating the findings.

18. Salmon, S., and Glassberg, S. Behavioral Evaluation as Means of Analyzing Student Progress in Psychological Education. School Counselor, 23, 2, 91-98, 1975.

Two procedures are described that are used in psychological education and aimed at helping students identify and internalize cognitive and effective changes. The first method is the setting of weekly behavioral objectives. The second is a behavioral evaluation completed at the end of each semester by the students.

19. Wittrock, M. C., and Wiley, D. E. (Eds.) The Evaluation of Instruction Issues and Problems. New York: Holt, Rinehart and Winston, 1970.

This reference provides presentations on general evaluation issues in the areas of curriculum planning, design, and revision. Glaser's article on "Evaluation Models" is particularly of interest in the broader perspective of evaluating innovative practices in education. Major topics are evaluation theory, instructional variables, contextual variables, criterion variables, and methodological issues. Based on a symposium, the format of this text includes stimulus papers followed by structured comments and follow-up discussions.

20. Walberg, H. J. Evaluating Educational Performance. Berkeley, Calif.: McCutchan, 1974.

Described as a sourcebook of methods, instruments, and examples, this text contains a wide variety of articles touching on such disparate topics as teacher effectiveness, needs assessment, learning environments and trend-surface analysis.

21. Tyler, R. W. (Ed.) Educational Evaluation: New Roles, New Means. Chicago: University of Chicago, 1969.

This collection of articles presents a comprehensive description of educational evaluation practices at the end of the 1960's. The contributors to this text discuss significant issues still relevant today including the role of evaluation in guidance, admissions, classification, and selection. Cross-cultural evaluation methodologies are also discussed.

22. Suchman, E. A. Evaluative Research. New York: Russell Sage Foundation, 1967.

This text presents important issues in the broad area of program evaluation. Included are chapters on evaluation principles, design, and administration. Many difficult evaluation problems are discussed in the context of social experimentation and evaluative research.

23. Struening, E. L., and Guttentag, M. (Eds.) Handbook of Evaluation Research, (2 vols.). Beverly Hills, Calif.: Sage Publications, 1975.

Thirty-seven articles on a variety of topics are included in these two volumes. Included are such topics as politics and values in evaluation research, cost-benefit analyses and design of evaluation studies. Also included are special topic papers on early intervention evaluation of public health programs and new careers programs.

24. Scriven, M. Goal-free Evaluation. In R. E. House (Ed.), School Evaluation: The Politics and Process. Berkeley, Calif.: McCutchan, 1973.

Scriven's concept of goal-free evaluation is presented here. Goal-free differs from traditional evaluation in that the evaluator does not know what the program objectives are. Thus, this type of evaluation depends on the acute observations and to some extent, intuitions of the "blind" evaluator.

25. Scriven, M. The Evaluation of Educational Goals, Instructional Procedures and Outcomes. 1972. (ERIC No. ED 079 394)

A model checklist conceptualizing the evaluation process is presented and discussed. It is quite general and is intended to apply to the evaluation of educational products, procedures, and most outcomes. The Pathway Comparison Model presented consists of the following: 1) characterization--how generally or specifically to describe the "treatment"; 2) clarification of conclusion with client-award of merit, best buy, etc; 3) causation; 4) a comprehensive check of consequences; 5) conceptualization; 6) costs; 7) consumer characteristics; 8) critical competitors; 9) credentialing; and 10) conclusions and communications. A detailed checklist for product evaluation is appended.

26. Rose, C., and Nyre, E. G. The Practice of Evaluation. Princeton, N. J.: ERIC Clearinghouse on Tests, Measurement, and Evaluation, 1977.

This monograph is divided into two sections. The first section is an overview of theoretical concerns in program evaluation. The second section contains descriptions of evaluations. A comprehensive bibliography is attached.

27. Popham, W. J. Educational Evaluation. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1975.

This collection includes articles on evaluation perspectives, formative and summative evaluation, data analysis and reporting, criterion-referenced measurement, cost analysis, and matrix sampling. Each article was produced to stand independently; and, as a result, there are contradictory viewpoints expressed.

28. Stufflebeam, D. L., Foley, W. J., Gephart, W. J., Guba, E. G., Hammond, R. L., Merriman, H. O., and Provus, M. M. Educational Evaluation and Decision-Making. Itasca, III.: Peacock Press, 1971.

This text presents a comprehensive overview of evaluation as a concept and of evaluation models commonly found in the educational literature. Also included are discussions of meta-evaluation, evaluation methodology, organization of evaluation units and the training of evaluators.

29. Patton, M. Q. Utilization Focused Evaluation. Beverly Hills, Calif.: Sage Publications, 1978.

This text integrates the political and sociological aspects of program evaluation. In so doing, Patton reminds the reader that an important feature of evaluation is that it will not be used unless it is useful. He suggests that the use is designed by the potential user of the information and not by the evaluator. Thus, in order to have evaluation results used, the evaluator must answer questions posed by individuals who receive the evaluation results.

30. Knoepfner, R. Report on the Field Testing of the CSE Elementary School Evaluation Kit: Needs Assessment. Los Angeles, Calif.: Center for the Study of Evaluation, 1971. (ERIC No. ED 058 673)

This evaluation kit is a self-instructional package that provides a principal with all the procedures and materials necessary to conduct an assessment of his/her school's educational needs. This report describes the field testing of the kit during the 1970-71 school year. Conclusions made on the basis of the field testing and recommendations for changes in the kit prior to its final publication are presented.

GENERAL EVALUATION ISSUES

31. Abt, C. C. (Ed.) The Evaluation of Social Programs. Beverly Hills, Calif.: Sage Publication, 1976.

This collection of articles focuses on issues in the evaluation of social programs. Included as major topics are social experiments, policy impacts, evaluation payoffs, research versus evaluation, and evaluation of educational programs.

32. Anderson, S. B., and Ball, S. The Profession and Practice of Program Evaluation. San Francisco, Calif.: Jossey-Bass, 1978.

The authors describe this text as a workbook which includes simulated materials for planning and implementing evaluations. Major topics discussed are evaluation practices, ethics and values in evaluation, and the future of program evaluation.

33. Anderson, S. B., Ball, S., Murphy, R. T., and Associates. Encyclopedia of Educational Evaluation. San Francisco, Calif.: Jossey-Bass, 1975.

In response to the increasing demands for evaluation of federal, regional, and local programs, this encyclopedia is an attempt to bring order to the field. Included are major techniques and concepts described in terms that are intended to be "generally comprehensible to program administrators, funding agents, and students coming new to the field, as well as to the social scientists and measurement specialists who have tended to dominate it" (p. VIII). The articles are arranged alphabetically but are also listed under major topics in the Table of Contents. Major topics discussed include Evaluation Models, Functions, Design, and Measurement Considerations.

34. Blackwood, P. E., and Porter, T. R. How to Evaluate Science Learning in the Elementary School. (Report No. 471-14564). Washington D.C.: National Science Teachers Association, 1968. (ERIC No. ED 027 179)

Discussed are generalizations, criteria, and techniques for student and teacher evaluation in elementary school science. Part 1 relates examples of evaluative activities in first, fifth, and sixth grades and briefly discusses them relative to: 1) the relationship between evaluative activities and the objectives of the science lessons and 2) the purpose of the evaluation. Part 2 emphasizes that the purpose for science teaching must be clear and discusses three objectives commonly accepted for elementary science programs. Part 3 discusses the use of behavioral objectives as an avenue for evaluating the objectives discussed in Part 2. Various examples of instruments for evaluating student growth are included. A self-evaluation checklist for teachers is also provided.

35. Bloom, B. S., Hastings, J. T., and Madaus G. F. Handbook of Formative and Summative Evaluation of Student Learning. New York: McGraw-Hill Book Company, 1971.

This text is designed for those interested in constructing cognitive and affective tests for classroom use. The first part of the text describes formative and summative evaluation strategies and general test construction practices. The second part of the text details the evaluation of instruction in specific content areas.

36. Dunfee, M. Elementary School Social Studies: A Guide to Current Research. Washington, D.C.: Association for Supervision and Curriculum Development, 1970. (ERIC No. ED 043 552)

Section 6 of this document summarizes evaluation practices in the area of elementary school social studies. This summary includes research and theory regarding promising techniques, expert approaches, and curriculum evaluation.

METHODOLOGICAL ISSUES

37. Bloom, B. S. Taxonomy of Educational Objectives: Cognitive Domain. New York: David McKay, 1956.

This text provides one method for organizing a learning hierarchy in a subject area. This may be used in specifying objectives, designing tests, and organizing and evaluating cognitive instruction.

38. Campbell D. T. Reforms as experiments. American Psychologist, 24, 4, 409-429, 1969.

This is a discussion of the dilemma faced by evaluators attempting to adhere to sound research practice while dealing in a humane fashion with the participants in the evaluation study. Although specifically focused on social service programs, the issues raised here are important in the design of educational programs as well.

39. Campbell, D. T., and Stanley, J. C. Experimental and Quasi-experimental Designs for Research on Teaching. In N. L. Gage, (Ed.), Handbook of Research on Teaching. Chicago: Rand McNally, 1963.

Campbell and Stanley review selected experimental designs and a variety of quasi-experimental designs. Included are implementation strategies and problems. A concise presentation of the threats to internal and external validity is included in the discussion of each design.

40. Campbell, D. T., and Erlebacher, A. How Regression Artificants in Quasi-experimental Evaluation Can Mistakenly Make Compensatory Education Look Harmful. In J. Hellmuth (Ed.), Disadvantaged Child. New York: Brunner/Mazel, 3, 185-210, 1970.

Stimulated by the evaluations of Project Head Start, these authors have described various sources of bias common in evaluations of compensatory education. Of particular interest is the problem of identifying an appropriate comparison group.

41. Gronlund, N. E. Preparing Criteion-referenced Tests for Classroom Instruction. New York: The MacMillan Company, 1973.

Gronlund has condensed instructions for the development of teacher-made criterion-referenced tests in this document. Included are careful explications of each step of achievement test construction from the specification of objectives to simple item analysis procedures and the interpretation of test results.

42. Weiss, C. H. Evaluation Research: Methods of Assessing Program Effectiveness. Englewood Cliffs, N. J.: Prentice-Hall Inc, 1972.

Weiss presents adaptations that can be used to alleviate the problems faced by evaluators who try to implement experimental designs in real world situations. In particular, suggestions on how to deal with comparison or control groups are discussed.

43. Krathwohl, D. R., Bloom, B. S., and Masia, B. B. Taxonomy of Educational Objectives: Affective Domain. New York: David McKay, 1964.

This text is complimentary to the Taxonomy of Educational Objectives: Cognitive Domain and provides one method for organizing an affective hierarchy. This text may be used in specifying objectives, designing instruments and in organizing and evaluating affective learning.

44. Sanders, J. R.; and Natziger, D. H. A Basis for Determining the Adequacy of Evaluation Design. Portland, Ore.: Northwest Regional Educational Lab, 1975. (ERIC No. ED 127 345)

Procedures are suggested to determine the adequacy of evaluation designs prior to actually conducting the evaluations. First, basic questions are posed, such as, "Why evaluate?" Second, a checklist of basic considerations in judging evaluation design is presented. Third, a sample design if presorted. Fourth, the reactions of professional evaluators to the adequacy of evaluation designs are included.

45. Scriven, M. Evaluation Perspectives and Procedures. In W. J. Popham (Ed.), Evaluation in Education: Current Applications. Berkeley, Calif.: McCutchan, 1974.

This article on evaluation perspectives and procedures is divided into six sections. The first section briefly discusses qualitative and quantitative research and evaluation. In the second section there is an exploration of the utility and validity of a checklist that can be used to evaluate products; as an instrument for evaluating producers; for weighting evaluation proposals and production proposals; and as an instrument for evaluating evaluators of products, producers, etc., since it is asserted that competent evaluation must cover each of these points. The third section discusses prospects and problems in goal-free evaluation (GFE) which the author sees as the evaluation of actual effects against (typically) a profile of demonstrated needs in this area of education. The section that follows contains comments by Stufflebeam, Alkin, Popham, and Kneller, with replies by the author. In the fifth section, procedures are outlined representing a set of causal inference patterns of which modus operandi (MO) analysis is probably the most distinctive. Full conversion of the MO method into quantitative techniques may or may not be possible, but some suggestions as to procedure are listed. In section six, cost analysis in evaluation and the doctrine of cost-free evaluation are discussed in an effort to lay the ground for others to provide answers.

46. Scriven, M. The Methodology of Evaluation. In R. E. Stake, (Ed.), Perspectives of Curriculum Evaluation. (AERA Monograph series on Curriculum Evaluation, 1) Chicago: Rand McNally, 1967.

In this monograph, Scriven points out that conceptions of evaluation are inadequate in both philosophical and practical terms. He then offers the distinction between evaluation goals versus roles, formative versus summative evaluation, professional versus amateur evaluation, and evaluation studies versus process studies as foci for improving the basis for program evaluation.

47. Smith, M. S., and Bissell, J. S. Report analysis: The Impact of Head Start. Harvard Educational Review, 40, 1, 51-104, 1970.

An important part of the histroy of modern educational evaluation, the initial evaluation of Project Head Start raised important methodological issues which are pointed out in this paper. In particular, the problem of aggregating the data from various Head Start Centers is discussed.

These materials were developed by Educational Testing Service - Southern Regional Office, Project Director Margaret B. Weber, to be used in conjunction with the Evaluation Improvement Program, Workbook on Program Evaluation.

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